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Bücherschau.

I. Literature of Modern Language Methodology in America for 1914.

By **Carl A. Krause, Ph. D.**, Jamaica High School, N. Y., and New York Univ.

Addenda to the previous bibliography (cf. 5) :

- a) *Carruth, W. H.* Modern Languages. Chapter XIV, pp. 277-87, in *High School Education*, edited by C. H. Johnston. Scribner's, N. Y., 1912. \$1.50.

Pleads for an early beginning of language study. Briefly discusses the various methods in modern languages, the preparation of the teacher, and courses of instruction.

- b) *Bagster-Collins, E. W.* Chapter on "Modern Languages" in Monroe, *A Cyclopedic of Education*, Vol. IV, pp. 279-92. Macmillan, N. Y., 1913. 5 vols. \$5.00 per volume.

A somewhat more elaborate, scholarly treatment of the subject than that given below (30).

- c) *Geddes, Jr., James.* French Pronunciation. Principles and Practice, and a Summary of Usage in Writing and Printing. Oxford University Press, N. Y., 1913. 262 pp. \$.75.

Has an excellent, critical bibliography. Valuable.

Periodicals.

Monatshefte.

1. *Koller, Armin H.* Methods of Teaching Prose Composition. 15:54-59, February; 15 87-92, March.

Rightly believes in *real* composition with the foreign text as basis, and as method the reproduction by the learner, i. e., an exact *Durcharbeiten* of the material. He advocates, therefore, a judicious use of the direct method.—A very sane article with a brief bibliography.

2. *Mensel, Ernst H.* Some Aspects of Modern Language Teaching in this Country. 15 : 128-34, April : 15 : 162-68, May.

States most clearly some of the beneficial changes that have taken place of late in this country. Notes above all a growing interest in, and acceptance of, the principles of the reform method, together with the tendency to give these principles a sane application as demanded by our conditions.—An excellent exposition.

3. *Price, William R.* The Condition of Modern Language Teaching in the State of New York, and some Remedies. 15 : 201-06, June.

Dr. Price as State Inspector in Modern Languages speaks authoritatively. He discusses in his lucid manner: (1) the oral work, (2) schools and teachers, (3) pupils, (4) some remedies. Argues in his recommendations for a better preparation of teachers, for the licensing of teachers by subject, and for a saner conception of teaching French and German so that the pupils will *learn* the foreign language.

4. *Kock, Henry E.* The Poem as a Factor in the Teaching of Modern Languages. 15 : 314-21, November.

Shows the great educational use which the poem may subserve and gives his method of presenting a German poem to a class. Thinks that the aid of the poem is immeasurable in the study of pure grammar.

5. *Krause, Carl A.* Articles by American Writers on Modern Language Methodology for the years 1912 and 1913. 15 : 332-38, November.
A survey of the literature of the subject with brief comments.
6. *Stewart, Caroline T.* The Study of Literature. 15 : 346-49, December.
Pleads for more real reading and investigation, and for less "Literatururteil".
7. *Hess, John A.* Anschauungsunterricht für Sprachlehrer. 15 : 353-56, December.
Recommends to the teacher the careful perusal of illustrated catalogs for the enrichment of a practical vocabulary.
Educational Review.
8. *Bell, Clair H.* Experiences of an American Exchange Teacher in Germany. 47 : 28-56, January.
Cf. No. 45 in the former bibliography (5).
A very valuable and highly suggestive report.
9. *Ballard, Anna W.* Efficient teaching of a Modern Language. 47 : 379-90, April.
Strongly emphasizes thorough training in pronunciation by means of phonetics, and oral work, from the very beginning, with a modicum of grammar.
10. *Hervey, William A.* How to test a practical command of French and German. 48 : 141-50, September.
Oral work is absolutely essential. It is equally necessary that this work should be tested for entrance to College. H. champions the establishment of a supplementary Elementary and an Intermediate Oral Test, which should consist of (1) a dictation exercise, (2) of written reproduction, and (3) of a fifteen-minute individual test.—The paper is of the greatest importance. (Cf. in this connection: Proceedings of the 27th Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, 1913, published 1914, pp. 109-12; and Proc. of the 2nd Ann. Meeting of the Association of Mod. Lang. Teachers of the Middle States and Maryland, November 28, 1914, p. 4 seq.)
11. *Heuser, Fred. J. W.* College Entrance Examinations in German. 48 : 217-26, October.
A discussion of the present written examinations, which are defended. One form of question should, however, be exploited more, i. e., the *living* grammar type.
The School Review.
12. *Price, William R.* One Cause of Poor Results in Modern Language Teaching. 22 : 98-102, February.
The chief cause of poor results is due to the fact that teachers do not know the language they attempt to teach. Proves this by an exhibit of ludicrous letters written him by various teachers.
13. *Sachs, Julius.* S. replies to this charge and maintains that P. has furnished a very powerful argument proving the inadequacy of the methods prevailing in most colleges. 22 : 347, May.
14. (*Goettsch, Charles—Chairman.*) A Syllabus for a Three-Year High School Course in German. (Presented at the German Section of the 25th Educational Conference at the University of Chicago, April 18, 1913.) 22 : 118-20, February.

Outline as to reading, composition, and grammar. (Cf. The Revised Syllabus, 23: 479-81, September).

15. *Senger, Harry L.* A Comparison of the First-Year Courses in Latin and German. 22: 302-14, May.

Endeavors to prove through mathematical "fact" computations that Latin is more difficult than German and therefore superior to it.

This article was answered by:

16. *Holzwarth, Charles.* First-Year Latin and First-Year German. 28: 540-44, October.

Maintains that the classical and the modern languages are scarcely to be compared mechanically, owing to their divergence both in aims and in methods.

17. *Kenngott, A.* Outside Reading in Modern Language Instruction. 22: 385-90, June.

Is justly convinced of the value of systematic outside reading. Has organized for his pupils of the third and fourth years a small library containing useful and interesting books, which he enumerates. — A stimulating monograph.

- 17a. *Bovee, Arthur G.* A vigorous, justified reply to F. Locard. 21: 417-18, June. Cf. previous bibliography No. 43.

18. *Churchman, Philip H.* On the Teaching of French Pronunciation. 22: 545-54, October.

The study of pronunciation is highly important. Outlines his suggestions by recommending a scientific method, the inductive approach, and the principle of contrast.—Original.

Education.

19. *Young, Charles E.* The Other Side of the Modern Language Question. 34: 316-10, January.

Has the subtitle: "A Reply to Some of the Criticism of the Teaching of Modern Languages." Wishes to see reading ability stressed; which, of course, is done not only by unprogressives but also by progressives.

20. *Mensel, Ernst H.* The One-Unit Preparation in a Modern Language for Admission to College. 35: 65-76, October.

Good pedagogy insists upon a minimum course of two years. The one-year course is being opposed more and more, and ought to be abolished.—An admirable discussion of an important subject.

Die Neueren Sprachen.

21. *Fischer, Walther.* Zwei Schriften über den Neusprachlichen Unterricht in den Vereinigten Staaten. 22: 102-08, May.

The two publications discussed are:

Max Walter, Beobachtungen über Unterricht und Erziehung in den Vereinigten Staaten von Nordamerika. Elwert, Marburg, 1912. 39 pp.; 15 cents;

and

Gustave Lanson, Trois mois d'enseignement aux États-Unis, Hachette, Paris, 1912. 298 pp. 75c. (Cf. No. 28 in (5).—The reviewer asserts that these two scholars have given much to America, but have also received much from their sojourn.

Bulletin of the New England Modern Language Association.

22. *Hall, G. Stanley.* Some Psychological Aspects of the Teaching of Modern Languages. IV: 2-11, May.

We should not merely inoculate our pupils with the grammar and vocabulary of foreign lands, but make them feel their spirit. Still advocates an early beginning of language study. (Reprinted as usual in *Pedagogical Seminary*. 21: 256-63, June).

23. *Delamarre, Louis.* Les connaissances que doit posséder un professeur de français dans l'enseignement secondaire. IV: 12-24, May.

Proposes his ideas of an effective course in French for prospective teachers.

24. *Kayser, Carl F. et al.* The Training of Modern Language Teachers. IV: 25-35, May.

A discussion by Messrs. Kayser, Snow, Schinz, and Host. The demand for a better and more thorough preparation is imperative and must be met.

Bulletin of the New York State Modern Language Association.

25. *Brown, John Franklin.* The Training of Modern Language Teachers. I: 3-6, October.

Earnestly insists again upon one year of graduate work which, in effect, should be both a Seminar—and a Probejahr. (Cf. his book on *The Training of Teachers*, Macmillan, N. Y., 1911. \$1.25.)

26. *Decker, Winfred C.* The Next Step in the Reform of Modern Language Instruction. 1: 6-12, October, and I: 41-45, January, 1915.

With Dr. Charles F. Wheelock, Assistant Commissioner of Education, it is argued that the licensing of teachers by subject is bound to come.

27. *Finley, John H.* The Training of Modern Language Teachers. I: 29-36, December.

Submits a concrete plan for the special licensing of modern language teachers for the State of New York.

As State Commissioner of Education his words should be paramount.—Important.

28. *Monteser, Frederick, Chairman.* Syllabus for Modern Foreign Languages. I: 15-28, November, and I: 46-48, January, 1915. Report of the Committee on Syllabus and Examinations of the New York State Modern Language Association.

In all essentials this syllabus is based upon the one for New York City, 1911. A direct-method procedure is cogently proposed.

Bulletin of the High School Teachers' Association of New York City.

29. *Jonas, J. B. E.* Fundamental Principles determining the Selection of Reading Texts in Modern Languages. 48 & 49: 32-40, November-December.

Discusses tersely the important requisites for reading. Gives a short bibliography, and a complete tabulation of the German texts now in use in the 23 high schools of New York City.

(Cf. the writer's *Richtlinien für die Auswahl des Lesestoffes*; *Monatshefte*, 16: 169-76, June, 1915, seq.; and *Bulletin of the N. Y. S. M. L. A. I.*: 55-67, March, 1915.)

Books and Pamphlets.

30. *Bagster-Collins, E. W.* Modern Languages. Chapter Xi, pp. 424-45, in *Principles of Secondary Education*, edited by Paul Monroe. Macmillan, N. Y., 1914. \$1.90.

Treats succinctly the purpose, method, results of school work, and especially the place of modern languages in the curriculum both here and abroad, i. e., in Germany, France, and England. A limited list of good references completes the well-written chapter.

31. *Bloomfield, Leonard.* An Introduction to the Study of Language, Holt, N. Y., 1914. \$1.75.

Chapter IX, pp. 292-306, on the Teaching of Languages, is of particular importance to the practical teacher. B. advocates unreservedly the direct method, which is in absolute harmony with true language acquisition.—The other nine chapters are likewise of scientific value. (Cf. *School Review*, 23: 57-58, for a review).

32. *Butler, Nicholas Murray.* Annual Report of President Butler, Columbia University, November 2. 54 pp.

Of most vital interest are Dr. Butler's ideas on College and University Teaching, pp. 19-24, which is trenchantly criticized by him; then especially on Instruction in the Modern Languages, pp. 28-29. The climax of his scathing arraignment is capped by this sentence: "The man who cannot speak and write French and German does not know French and German." Recommends that all advanced instruction, including Spanish (and Italian), be conducted in the foreign tongue.—A remarkable document in every respect: an educational classic.

33. *Handschin, Charles H.* The Facilities for Graduate Instruction in Modern Languages in the United States. Miami University Publications, Oxford, Ohio, May, 1914. 97 pp. 25c.

This significant bulletin is so-to-speak an American Who's Who in Graduate Modern Language Work. (Almost one-third of the names figure in *Who's Who in America*). It is authentic and full of useful statistical information. The following inferences may be drawn from the more than 250 personal sketches, (12 are those of women), representing 42 institutions of graduate calibre:

Graduate Courses in philology and literary history are well represented and can nowadays be taken in all reputable American universities. Other subjects, however, that have a direct bearing upon professional equipment, are woefully neglected, as they are apparently regarded as intruders or as not scholarly (?) enough. To-wit (1) Phonetics—an absolutely essential apparatus—is given as a graduate course by only 15 instructors of whom 9 are in Germanics and 6 in Romance languages. (2) A course in Methods of Teaching is offered by just nine professors, five of whom are in German and four in Romanics. To put it differently: there are but four institutions that offer graduate courses both in phonetics and in methodology. (3) Realia, as a special subject, is taught in only three universities by four different men. (4) Current Publications as a course is offered in just two schools. Romance Languages show not a single course in either Realien or Current Publications.

This is a serious indictment of our Graduate Schools, and, undoubtedly, accounts for many a charge of inefficient preparation on the part of the teacher. Our universities ought to realize that mastery of subject matter and form should go hand in hand. (Cf. *Educational Review*, 45: 95-96, for a review).

34. *Krause, Carl A.* Über die Reformmethode in Amerika. Vier Vorträge, gehalten während der Marburger Ferienkurse 1914. Mit einem Begleitwort von *Max Walter*. Elwert, Marburg, 1914. VIII + 67 pp. 40c. (Scribner's, N. Y., or G. E. Stechert & Co., N. Y.)

Contents: (1) Introductory and Pronunciation. (2) Grammar. (3) Syllabi and Examinations. (4) America's Contribution to Modern Language Methodology.

(Cf. Reviews e. g. in: *The School Review*: 23: 275-76; *Monatshefte*: 16: 198; *Die Neueren Sprachen*: 23: 177-80).

35. *Oliver, Thomas E.* Suggestions and References for Modern Language Teachers. University of Illinois Bulletin, Vol. 12, No. 12, November 23. 52 pp.

The valuable report purports to be a nucleus for an Information Bureau for Modern Language Teachers in the State of Illinois. These topics are thoroughly covered: (1) The Training of the Teacher, (2) The Teacher in the Class Room, (3) The Teacher outside the Class Room. The last page includes a word on examinations. —

Result: This conclusion may be fairly drawn. Of late practically every writer on the subject is in favor of a direct method of teaching Modern Languages in the United States: The Reform has carried the day.

Names of Authors (alphabetically arranged).

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| *Bagster-Collins, E. W. b, 30. | *Hervey, William A., 10. |
| Ballard, Anna W., 9. | *Hess, John A., 7. |
| *Bell, Clair Hadyn, 8. | Heuser, Fred. J. W., 11. |
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| Hall, G. Stanley, 22. | Senger, Harry L., 15. |
| *Handschin, Charles H., 33. | Stewart, Caroline T., 6. |

Young, Charles E., 19.

* The asterisk indicates mention in the previous bibliography.

(Any addenda, or material for inclusion in further bibliographies, will be gratefully received.)